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ABSTRACT

Several states are in the process of establishing legislation to enable school psychologists to provide school psychological services in the private sector. State presidents (N=40) of the National Association of School Psychologists were surveyed to develop an information base for state associations to use in the development of standards. Data indicated that in 90% of the responding states school psychologists were licensed to provide school psychological services in the public schools and agencies, but only 63% were licensed to provide services in the private sector. In 95% of the states, a state education agency was responsible for regulating public school practice, but many provided no standards for those services. The findings indicate that services in the private sector are generally regulated by some type of licensing board which usually sets standards. The survey instrument is appended along with a state-by-state summary of psychological services and delivery systems. (JAC)

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STATUS OF PROFESSIONAL STANDARDS IN SCHOOL PSYCHOLOGY

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CG 016203

March, 1982
An Assistance to States Project
NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

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PROJECT OVERVIEW

STATUS OF PROFESSIONAL STANDARDS FOR THE PRACTICE OF SCHOOL PSYCHOLOGY

BACKGROUND AND NEED

A number of states have or are in the process of establishing legislation which will enable school psychologists to practice their profession privately. While we know that most school psychological services provided in the public schools are governed by rules and regulations promulgated by state education departments, little information is available in regard to the governance of services provided by school psychologists in the private sector. With the right to private practice comes the responsibility of setting standards and enforcing those standards for the provision of services in the private sector. As state associations and NASP pursue the development of such standards it would be useful to have a resource which would delineate what types of standards have been adopted, how they were developed, and how they are disseminated and governed. Finally, it would be helpful to have a contact person in each state that would be available for consultation in regard to development of professional practice standards.

PROJECT GOAL

To provide assistance to states by providing a resource handbook delineating the "state" of state association activity regarding development of professional standards for both private and public practice settings. This project will include a survey of existing professional standards practices, methods of governance, and a listing of contact persons who are knowledgeable about the development of such standards.

ACTIVITIES

1. By October 1, 1981, develop and present to the Assistance to State's Chairpersons a draft of the questionnaire to be forwarded to state presidents and state school psychology consultants.

2. By October 15, receive comments from Assistance to State Chairs and develop final draft.

3. By October 20, distribute final questionnaire to presidents and state school psychology consultants (copy to State Delegates).

4. By November 15, compile results by states and draft initial report.

5. By December 15, send final report to Assistance to State's Chairs for publication and dissemination.

6. By April, 1982, distribute final document to Delegate Assembly and affiliate state organizations.

OUTCOMES

An aggregate summary of the survey's results are presented in the following documentation. This summary discusses results obtained from 40 states. Additionally, a state by state breakdown is provided so that the reader may examine the status of professional standards development in each of the states responding to the survey. Persons wishing to contact specific individuals within states who are responsible for professional standards should refer to the Assistance to States Directory of State Associations.

ASSISTANCE TO STATES
PROFESSIONAL STANDARDS SURVEY RESULTS

In October of 1981 a professional standards survey was mailed to all state association presidents listed in the NASP Assistance to States State Presidents Directory. Additionally, in November, the survey was mailed to all individuals responsible for school psychological services in state educational agencies (as listed in the Assistance to States Directory). With this mailing covering all 50 states, 45 responses from 40 states were received. Consequently, 80% of states contacted responded either from the State President or the State Education Agency indivdual responsible for school psychology. When 2 responses were received from one state they were compiled and not recorded twice on the survey data as the purpose of the survey was to assess state practice in regard to professional standards. Responses to the survey were as follows:

I. Status of Public School Practice

A. In your state are school psychologists licensed (certified) to provide school psychological services in the public schools and agencies?

Response:	Yes - 36 states (90%)	No - 4 states (10%)

B. What are minimum certification requirements? (See state by state chart for compilation of certification requirements by state).

C. What agency is responsible for monitoring and regulating public school practice?

Response:	State Education Agency - 38 states (95%)
	Other - 1 (2½%)
	State Educational Agency and Board of Examiners - 1 (2½%)

D. Does the state agency provide standards or guidelines regulating public school practice?

Response:	Yes - 4 (10%)	No - 24 (60%)
	Yes (Limited regulations only) - 11 (28%)	
	No response - 1 (2%)	

Comment: 60% of the states responding indicating that although their state educational agency monitors the practice of school psychology that state educational agency provides no standards for those services. The 28% responding that limited regulatory standards were provided largely indicated that any standards provided by the SEA consisted of specific regulations regarding certain kinds of school psychological services that would not necessarily meet the definition of standards as defined by NASP.

II. Status of Private Practice

A. In your state are school psychologists licensed (certified) to provide services in the private sector?

Response:	Yes - 25 (63%)	No - 14 (35%)	No response - 1 (2%)

B. If yes, is private practice generic?

Response:	Generic - 18 (72%)	Limited to school psychology - 5 (20%)
	Other - 2 (8%)	

Comment: Of the 25 states responding that private practice was available over 72% responded that licensing for psychologists in their state was generic rather than limited to school psychology. Of the respondents to the survey only 5 states indicated that they have licensing specifically for school psychologists.

C. Certification requirements for private practice (see state by state chart detailing state requirements).

D. What agency regulates the provision of services in the private sector?

Response:	Licensing board of some kind - 18 (72%)
	Psychological Association - 3 (12%)
	State Educational Agency - 2 (8%)
	Other - 2 (8%)

E. Does this agency provide standards for guidelines for practice in the private sector?

Response:	Yes - 16 (64%)	No - 8 (32%)	No response - 1 (4%)

III. State Association Standards Development

A. Does your state school psychological association committee structure include a committee whose responsibility includes professional standards?

Response:	Yes - 23 (58%) No - 10 (25%)
	No state association - 3 (8%)
	No response - 4 (10%)

B. Has your state association state school psychology association developed and disseminated standards for provision of school psychological services in your state?

Response:	Yes - 6 (15%)	No - 21 (53%)	In process - 7 (17%)
	No response - 6 (15%)		

Comment: It is apparent that the majority of states responding to the survey have not yet developed standards for the provision of school psychological services despite the fact that over 58% of the states have a committee within their organizational structure to develop standards. It is encouraging to see that 17% of the states responding to the survey are in the process of developing professional standards.

C. Of the associations responding that they had standards or in the process of developing standards (N=10) those associations indicated that their standards would be based upon:

NASP Standards - 4 (40%)
Standards developed by their own state association - 3 (30%)
Others - 1 (10%)
NASP and other sources of standards - 2 (20%)

Comment: It is apparent that in 60% of those states that are in the process of developing or have developed standards that the NASP standards have provided an important resource.

D. Those states developing or having standards were asked to indicate whether those standards would apply to practice in the public schools, practices in the private sector or both.

Response:	(N=9) were as follows: Standards covering practice in public schools only - 3 (33%) Both - 6 (66%)

E. Associations who had developed or were in the process of developing standards were asked whether their standards reflected minimum standards for the provision of services or maximal or best practice standards.

Response:	7 associations responded indicating that 1 association set maximal or best practices standards (14%). 57% or 4 had set minimum standards and 2 or 29% had set standards which encompass both maximal and minimal standards.

F. Associations who had or in the process of developing standards responded to the question as to whether or not there was a method of governance for the standards adopted by the association.

Response:	Of 8 associations responding to this question, 5 or 63% indicated yes, 3 or 37% indicated no.

G. Is your state association considered in the development of professional standards?

Response:	Yes - 18 (45%) No - 10 (25%) Not applicable or standards already developed or in process - 7 - (18%) No response - 5 (12%)

Comment: It is apparent that a good number of state associations are intending to soon become involved in the development of professional standards. It is apparent that there is considerable need for NASP to become involved in providing assistance in these states in this standards development process if there is to be any consistency in standards across the nation.

H. If your state association is planning to develop standards will they apply to school psychological services in the public schools only?

Response:	Public schools only - 7 or 39% Private sector only - 0 Both - 11 (61%) N=18

Will a method of governance be established?

Response:	Yes - 6 (33%) No - 0 Don't know - 12 or 66%

State	Public Practice School Psychologist Cert. in Public Schools?	Public School Cert. Requirement	Who Monitors Public Practice?	Does SEA Provide Guidelines or Standards?	Priv. Practice School Psy. Licensed for Private?	Generic or Limited to School Psychology?	Requirements for Private	Agency Governing	Does Agency Provide Standards?
1. Alabama	Yes	MA + 30	SEA	No	Yes	Generic	Doctorate	Psych. Board	No
2. Alberta, Canada	No	-	School Boards	No	Yes	Generic	Masters	Psych. Assn.	Yes
3. Arizona	Yes	60 Hr. Masters	SEA	No	No	-	-	-	-
4. Arkansas	No	N.A.	SEA + School Boards	No	Yes	Generic	N.R.	-	N.R.
5. Calif.	Yes	MA + 30	SEA	Yes-Regulations	Yes	School Psy.	MA + Exam.	Lisc. Board	Yes
6. Colorado	Yes	MA + 30	SEA	Yes (Reg.Only)	No	-	-	-	-
7. Conn.	Yes	MA + 30	SEA	Yes (Cert.Regs)	Yes	School Psy.	MA + 30	SEA	No
8. Delaware	Yes	Spec.	SEA	No	Yes	Generic	Doctorate	State Psych. Association	No
9. Georgia	Yes	MA	SEA	Yes (NASP)	Yes	"Applied Psychology"	Doctorate	State Board	Yes
10. Idaho	Yes	N.R.	SEA	No	No	-	-	-	-
11. Illinois	Yes	MA (1 year Internship)	SEA	No	Yes	School Psy.	MA (3 Years Experience)	SEA	No
12. Indiana	Yes	MA + 18	SEA	Yes (Reg.Only)	Yes	Generic	Doctorate	Psych. Board	Yes
13. Iowa	Yes	Specialist	SEA	Yes(Regulations)	Yes	Generic	MA + 5 Yrs. Exp. Doctorate + 1 Yr.	Licensing Bd.	Yes
14. Louisiana	Yes	Masters	SEA	Yes(Regs. Apply to Assessment)	Yes	Under Supt. of Ph.D.	Doctorate	Psych. Assn.	Yes
15. Maryland	Yes	MA + 30	SEA	N.R.	Yes	Generic	Doctorate	Psych. State Board	Yes (APA)
16. Michigan	Yes	Prog. Approval	SEA	No	No	-	-	-	-
17. Minnesota	Yes	MA + Spec.	SEA	No	Yes	Generic	Doc. + 2 Yrs. + Exam.	Psych. Board	Yes
18. Mississipp	Yes	MA	SEA	No	Yes	Generic	Doc. + 1 Yr. Experience	Psych. Board	No
19. Missouri	No	MA + Specialist	SEA	No	Yes	Generic	MS + Exam + 3 Years	Psych. Board	No
20. Montana	Yes	Masters	SEA	Yes (Cert.Regs)	No	-	-	-	-
21. Nevada	No	-	SEA	No	No	-	-	-	-
22. New Hamp.	Yes	Not Specific	SEA	No	No	-	-	-	-
23. New Jersey	Yes	60 Grad. Hrs. 450 Hrs. Exp.	SEA	Yes (Limited)	Yes	Generic	Doctorate	Psych. State Board	No
24. New York	Yes	60 Hr. MA + Internship	SEA	No	No	-	-	-	-
25. No.Carolina	Yes	N.R.	SEA	Yes(In Assess.)	N.R.	-	-	-	-
26. No.Dakota	Yes	MA	SEA	No (Provides NASP)	No	-	-	-	-
27. Ohio	Yes	MA (1 Year Internship	SEA	Yes	Yes	School Psych.	MA, 1 Yr. Exp. Exam	State Psych. Board	Yes
28. Oregon	Yes	MA + 30	SEA	No	No	-	-	-	-
29. Penn.	Yes	MA + 30	SEA	No	No	-	-	-	-
30. Rhode Is.	Yes	MA	SEA	No	Yes	Generic	Doctorate	Dept.of Health	Yes (APA)
31. So.Carolina	Yes	Sub Masters	SEA	No	No	-	-	-	-
32. So.Dakota	Yes	Specialist	SEA	No	Yes	Generic	Doctorate	Psych.State Board	Yes
33. Tennessee	Yes	MA + 30	SEA	Yes	Yes	Generic	Masters	Psych.State Board	Yes
34. Texas	Yes	MA	SEA	No	Yes	Generic	Doctorate 2 Yrs. Exp.	Psych. Board	Yes
35. Utah	Yes	N.R.	SEA	No	No	-	-	-	-
36. Vermont	Yes	MA	SEA	Yes (Cert.Reg Only)	Yes	Generic	N.R.	Psych. Board	Yes
37. Washington	Yes	N.R.	SEA	No	No	-	-	-	-
38. West.Virg.	Yes	MA + 30	SEA	No	Yes	Generic	MS 5 Yrs. Exp.	Psych. Board	No
39. Wisconsin	Yes	MA + 30	SEA	Yes	Yes	School Psy.	MA + 30 3 Yrs.	State Psych. Board	Yes (APA)
40. Wyoming	Yes	Doctorate	SEA	Yes(Reg.Only)	Yes	Generic	Doctorate	Psych. Board	Yes

State	Standards Development: State Association Standards Committee?	Standards Development: Has State Assoc. Devel. Standards?	Standards Based On?	Standards Apply to Public/Private?	Minimum or Maximal	Method for Governance	State Assoc. Considering Devel.?	Apply to Public/Private?	Will Governance be Established
1. Alabama	D.K.	No	-	-	-	-	Yes	Both	D.K.
2. Alberta, Canada	No	No	-	-	-	-	Yes	Both	D.K.
3. Arizona	Yes	No	-	-	-	-	Yes	Public	D.K.
4. Arkansas	D.K.	-	-	-	-	-	D.K.	-	-
5. Calif.	Yes	Yes	State Assoc.	Both	Both	Yes	N.A.	-	-
6. Colorado	Yes	No	-	-	-	-	No	-	-
7. Conn.	Yes	No	-	-	-	-	Yes	Both	Yes
8. Delaware	Yes	No	-	-	-	-	No	-	-
9. Georgia	Yes	Yes	NASP	Public	Minimum	Yes	N.A.	-	-
10. Idaho	No	No	-	-	-	-	No	-	-
11. Illinois	Yes	No (In Process)	-	-	-	-	Yes	Both	Yes
12. Indiana	No	No	-	-	-	-	Yes	Both	D.K.
13. Iowa	No	No	-	-	-	-	Yes	Public	Yes
14. Louisiana	Yes	In Process	NASP	Both	Minimum	In Process	Yes	Both	Yes
15. Maryland	Yes	Yes	NASP	N.R.	Minimum	No	N.A.	-	-
16. Michigan	Yes	No	-	-	-	-	No	-	-
17. Minnesota	Yes	In Process	D.K.	D.K.	D.K.	D.K.	N.R.	-	-
18. Mississipp	Yes	No	-	-	-	-	Yes	Both	D.K.
19. Missouri	Yes	No	-	-	-	-	No	-	-
20. Montana	Yes	Yes	NASP	Public	Minimum	No	N.A.	-	-
21. Nevada	No	No	-	-	-	-	Yes	Both	Yes
22. New Hamp.	No No State Assoc.	-	-	-	-	-	Yes	Both	D.K.
23. New Jersey	Yes	No	-	-	-	-	Yes	Public	D.K.
24. New York	Yes	No	-	-	-	-	No	-	-
25. No.Carolina	N.R.	- -	-	-	-	-	-	-	-
26. No.Dakota	D.K.	No	-	-	-	-	D.K.	-	-
27. Ohio	Yes	Yes	State Assoc.	Both	N.R.	Yes	N.A.	-	-
28. Oregon	Yes	No	-	-	-	-	No	-	-
29. Penn.	Yes	No	-	-	-	-	No	-	-
30. Rhode Is.	No	No	-	-	-	-	No	-	-
31. So.Carolina	Yes	In Process	NASP + Others	Both	Both	N.R.	Yes	Public	D.K.
32. So.Dakota	No No State Assoc.	-	-	-	-	-	-	-	-
33. Tennessee	Yes	In Process	State Assoc.	Public Schools	Maximal	Yes	N.A.	N.A.	N.A.
34. Texas	No	No	-	-	-	-	Yes	Both	D.K.
35. Utah	No	No	-	-	-	-	Yes	Public	D.K.
36. Vermont	No No State Assoc.	-	-	-	-	-	No	-	-
37. Washington	Yes	In Process	D.K.	Both	D.K.	D.K.	Yes	Both	Yes
38. West.Virg.	No	In Process	Other	N.A.	N.A.	No	Yes	Public	D.K.
39. Wisconsin	Yes	Yes	NASP + State	Both	N.R.	Yes	N.A.	-	-
40. Wyoming	No	-	-	-	-	-	Yes	Public	D.K.

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

OFFICE OF COMMITTEE CHAIRPERSON

October 21, 1981

Re: Professional Standards Survey

Dear State President:

Enclosed you will find a copy of a survey designed to gather information about state association activity regarding the development of professional standards for the provision of school psychological services.

A number of states have or are in the process of establishing legislation enabling school psychologists to provide school psychological services in the private sector. Concurrent with these efforts, many states will be developing professional standards to guide the provision of services in both the public school and private sector.

The purpose of this survey is to develop an information base for state associations to aid their development of standards. Please contribute to this resource by completing the enclosed survey and returning it to Dave Peterson by November 20, 1981. All state presidents will receive a copy of the final results. Thank you for your help.

Sincerely,

Dave Peterson

Dave Peterson
Project Manager
100 Kenilworth
Glen Ellyn, Illinois 60137

Jeff Grimes Dick Grubb

Jeff Grimes, Richard Grubb
Co-Chairs
NASP Assistance to States Committee

JG/jlc
cc: NASP State Delegate and Regional Director and Presidents

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NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

ASSISTANCE TO STATES COMMITTEE

PROFESSIONAL STANDARDS SURVEY

INSTRUCTIONS: Please respond to the following item pertaining to the status of professional standards for the provision of school psychological services in your state. **Send to Dave Peterson by November 20, 1981**

I. Please complete the following identifying information:

State_____

Person Completing Survey	Person Responsible for Professional Standards in your State (if other than person completing survey)
_____ (Name)	_____ (Name)
_____ (Street Address)	_____ (Street Address)
_____ City State Zip	_____ City State Zip
_____ (Phone)	_____ (Phone)

II. STATUS OF PUBLIC SCHOOL PRACTICE

a. In your state, are school psychologists licensed (certified) to provide school psychological services in public schools and public agencies? (Check one)

☐ Yes ☐ No Comments_____

b. If yes, what are minimum certification requirements?

☐ Masters ☐ Specialist ☐ Other

☐ Masters + 30 ☐ Doctorate _____ (Explain)

c. What agency is responsible for monitoring and regulating public school practice?

☐ State Education Agency

☐ Other _____ (Explain)

d. Does the state agency provide standards or guidelines regulating public school practice?

☐ Yes ☐ No

If yes, please explain the type of standards and how they are regulated.

_____

_____

_____

III. STATUS OF PRIVATE PRACTICE

a. In your state, are school psychologists licensed (certified) to provide services in the private sector?

☐ Yes ☐ No (If "no", proceed to IV)

b. If "yes", is private practice:

☐ generic? (i.e., allowing the general practice of psychology)

☐ limited to school psychology

☐ Other (please explain)_____

_____

_____

c. If "yes", what are certification/licensure requirements for private practice?

☐ Masters ☐ Specialist ☐ Other (please explain)

☐ Masters + 30 ☐ Doctorate _____

Experience Requirement (if any) _____

d. If "yes", what agency regulates the provision of services in the private sector?

_____

_____

e. Does this agency provide standards or guidelines for practice in the private sector?

☐ Yes ☐ No

If "yes", please include a copy of the agency's standards or give the address of a person who could supply this information.

IV. STATE ASSOCIATION STANDARDS DEVELOPMENT

a. Does your state school psychology association committee structure include a committee whose responsibility includes professional standards?

☐ Yes ☐ No

If "yes", give name of committee _____

_____

b. Has your state school psychology association developed and disseminated standards for provision of school psychological services in your state?

☐ ☐ No ☐ In the process of standards development

If "Yes" or "In process", respond to questions IV c, IV d, IV e, and IV f.

If "No", go to question IV g.

c. The standards of the association:

☐ were totally developed by the state association

☐ are based upon NASP standards

☐ Other (please explain) _____

_____

d. The standards of the association apply to:

☐ practice in the public schools

☐ practice in the private sector

☐ both of the above

☐ Other (please explain) _____

_____

e. The state association's standards reflect:

☐ minimum standards for the provision of services (i.e., school psychologists must meet standards to provide satisfactory service.

☐ maximal or "best practice" (i.e., school psychologists do not have to meet all standards to provide satisfactory service)

☐ Other (please explain) _____

_____

_____

f. Is there a method of governing the standards adopted by your association?

☐ Yes ☐ No

If "Yes", please explain _____

_____

PLEASE INCLUDE A COPY OF YOUR STATE ASSOCIATION'S STANDARDS

Items IV g, h, i, should be completed if your association has not developed professional standards.

g. Is your state association considering the development of professional standards?

☐ Yes ☐ No

h. If "Yes", will they apply to:

☐ school psychological services in public schools only

☐ school psychological services in private sector only

☐ school psychological services in both private and public settings

☐ generic practice of psychology in private sector

i. If "Yes", will a method of governance be established?

☐ Yes ☐ No ☐ Don't know

V. Please include any comments you have regarding professional standards development in this section:

_____

_____

_____

_____

Please include copies of any standards developed by your state association or state department. If copies are not available please provide the name and address of an individual who can provide them.

_____

_____

_____

Thank you for your cooperation and time. Please return this survey by November 20, 1981 to:

David W. Peterson
NASP Assistance to States Committee
100 Kenilworth
Glen Ellyn, Illinois 60137

SOURCES OF ADDITIONAL INFORMATION

If you want to pursue additional information pertaining to professional standards in a given state, it is suggested that you contact the president of the state association or the NASP state delegate may be able to assist in this process. Many of the state associations have a committee on professional standards but the leadership of those committees typically change on a yearly basis so any specific list of names would be soon out of date.

NASP

ASSISTANCE TO STATES COMMITTEE

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Committee Purposes:

A. Assess service and information needs of State Associations.

B. Respond to these needs and needs as reflected in requests from states by:

1. Forwarding a request for assistance to appropriate NASP officers, Executive Managers or committees or

2. Developing projects to speak directly to identified state needs.

The emphasis will be on developing simple, smooth, efficient, and effective NASP assistance in meeting state needs.

C. Convey information from NASP to states on NASP materials and services.

D. Convey information from states to NASP on state associations services and materials.

E. Periodically inform the NASP Executive Board regarding activity in the above areas.